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ABSTRACT

Although federal funds comprise less than 7 percent of all educational spending in Ohio, the programs they fuel benefit thousands of children each year. This report summarizes data for fiscal year 1997 on federal programs authorized through Titles I, II, IV, VI, and VII of the Elementary and Secondary Education Act and through the McKinney Homeless Assistance Act. Most of the report is concerned with Title I programs, operated in 592 of Ohio's 611 school districts. In fiscal 1997, Title I programs served 296,202 students who lived in low-income families, institutions for neglected or delinquent children, or foster homes, as well as 2,953 migrant students in preschool and grades K-12. Details are provided on federal funding, institutional participation, student participation by institutional type and grade span, instructional services, student performance on state proficiency tests, expenditure patterns, teachers and staff, professional development, parent involvement, and successes. Profiles describe: (1) Title II, the Eisenhower Professional Development Program, which funded training for over 38,000 educators; (2) Title IV, Safe Drug-Free Schools, which funded prevention and intervention programs; (3) Title VI, Innovative Assistance Program, which encourages comprehensive education reform; (4) Title VII, Lau Resource Center, which funded services for immigrant students and those with limited English proficiency; and (5) education for homeless children and youth. Contains photographs, data tables, and figures. (SV)

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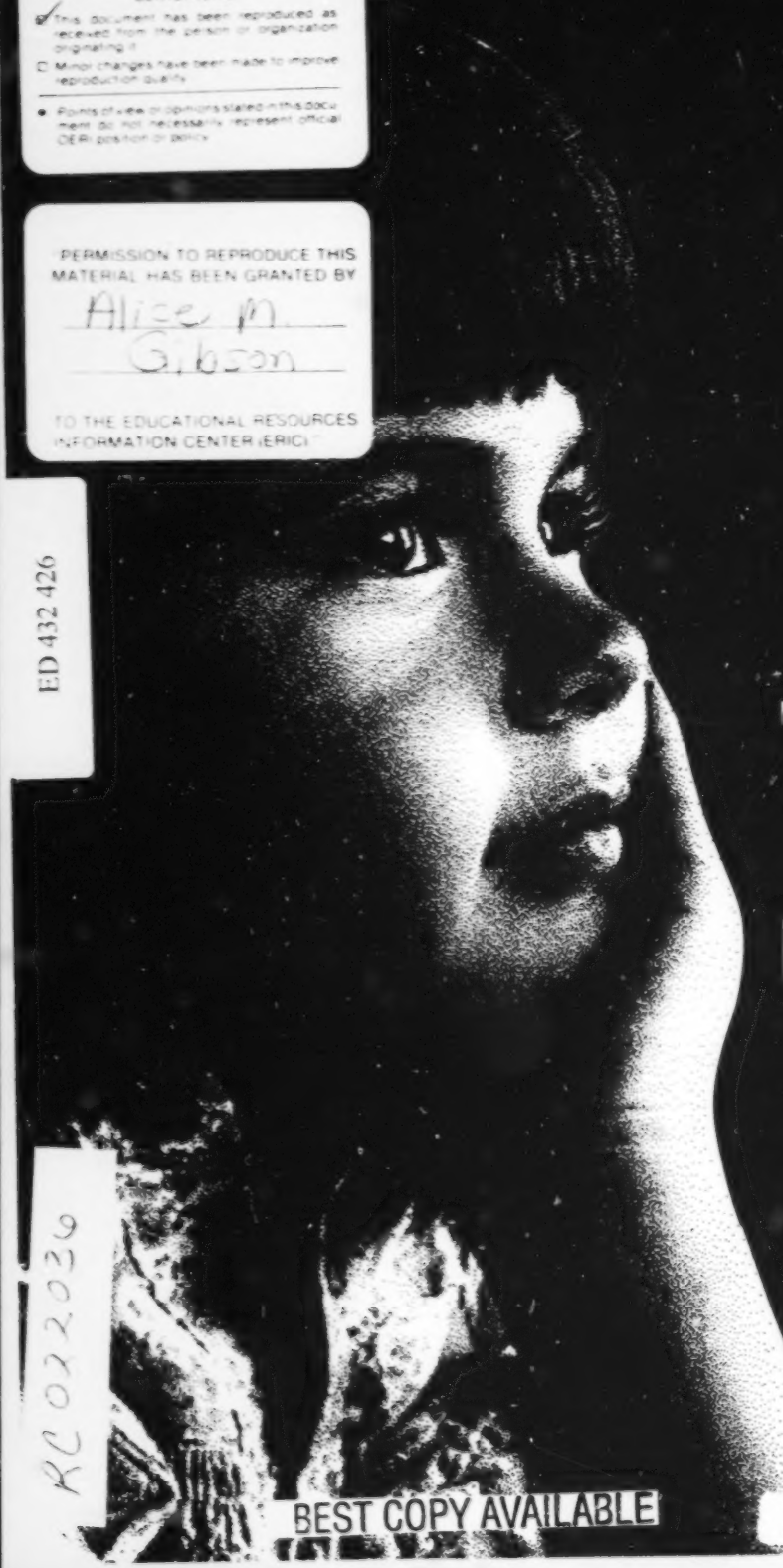

Annual Report Fiscal 1997

RC022026

Division of Federal Assistance

Ohio Association of Administrators of State and Federal Education Programs

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and
Education for Homeless Children and Youth

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Title VII - Lau Resource Center
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RC 022036

Federal Education Programs: Making a Difference for Ohio's Children

Annual Report, Fiscal 1997

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Federal programs give children right start

Although federal funds comprise less than 7 percent of all education spending in Ohio, the programs they fuel benefit thousands of children each year. This report summarizes six of those programs.

The largest part of the report focuses on the largest of the programs administered by the Ohio Department of Education, Division of Federal Assistance: Title I of the Elementary and Secondary Education Act.

Title I is designed to close the achievement gap between educationally disadvantaged children and their peers. The law requires school districts receiving funds to identify priority needs of these children and design programs to help them succeed in the classroom.

Title I is funded on the premise that where there are large numbers of low-income families there are also large numbers of educationally disadvantaged children. Public schools receive funds to supplement instruction for these students in public and nonpublic schools.

Special Title I provisions recognize a federal responsibility to improve the educational opportunities available to children of migratory agricultural workers. The law channels funds through state education departments to school districts where the largest influxes of migrant children occur.

Title I also recognizes the need for extra help in meeting the educational needs of neglected or delinquent children who attend school in state-operated facilities.

While Title I is the largest program represented, this report includes summaries of five other important programs that are helping Ohio's children meet the challenges of the classroom and of life: Titles, II, IV, and VI of the Elementary and Secondary Education Act; education programs for homeless children and youth, funded by the McKinney Homeless Assistance Act; and Title VII, administered through the Lau Resource Center for students with limited English proficiency.

The success of these programs depends on many partners working together: parents, state and federal governments, and those with front-line responsibility for educating Ohio's youth. While each partner has a different role, they share a common goal: to give Ohio children the tools they need to reach their potential.

Nearly every district qualifies for Title I

Nearly every school district in Ohio qualifies for Title I funds. In fiscal 1997, 592 of 611 districts operated Title I programs.

The allocation for each school district is based on a formula derived from the number of children within the district who are aged five through 17 and who are:

- From low-income families, based on federal census data.
- From families that receive Aid to Families with Dependent Children, but whose incomes are above the poverty line.
- Living in institutions for neglected or delinquent children.
- Living in foster homes.

During the past five years, grant awards for basic programs totaled more than $1.3 billion. Title I is forward funded — in other words, the money approved for the federal fiscal year that begins in October is available for the school year that begins the following September. Provisions are also made for unused funds from one year to be carried over to the next.

The reasoning behind forward funding and carryover of funds is

Five-year Trend: Title I Grant Awards	
Fiscal Year	**Grant Award**
1993	$224,682,941
1994	243,867,455
1995	274,267,585
1996	296,610,407
1997	297,224,640
Total	**$1.34 billion**

to give school administrators the flexibility they need to employ staff on a timely basis and to adjust to changes that occur during the school year.

Institutional participation

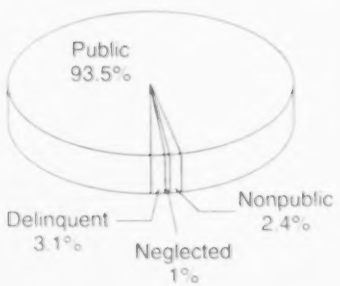
Of the state's 3,453 public elementary schools, high schools, and middle and junior highs, 2,412 were eligible for Title I services in fiscal 1997. During the regular school year, Title I funded programs in 1,940 of those schools.

Public School Participation		
Title I Public School Types	**Number**	**%**
Public Targeted Assistance Schools	1,597	82
Public Schoolwide Program Schools	343	18
Total	**1,940**	**100**

Local Neglected or Delinquent Institution Participation		
Local Institution Types	**Number**	**%**
Local Neglected Institution	54	42
Local Delinquent Institution	74	58
Total	**128**	**100**

In Targeted Assistance Schools, services were provided to a select group of children. A growing number of programs were provided in schools in which the entire educational program was upgraded and which had a poverty level of at least 35 percent. An additional 128 institutions for neglected or delinquent students received Title I services.

Student Participation by Type of Institution



Student participation

During fiscal 1997, Title I programs served 296,202 students in Ohio. The majority were public school students served during the regular term. Students housed in institutions for delinquent youth made up the second largest category for services with nonpublic school service third.

A total of 276,712 were public school students, 7,092 were nonpublic school students, 9,324 were housed in institutions for delinquent youth, and 3,074 were housed in homes for neglected children.

Most Title I activities in Ohio are conducted during the regular school term, and 62 percent are directed toward serving children in prekindergarten through grade three.

The school districts providing Title I instruction during the 1996-97 regular term served 277,585 students. Districts that offered summer-term instruction served 8,427.

Student Participation by Grade Span

Grade Spans	Regular Term*		Summer Term**		Both Terms	
	Number	%	Number	%	Number	%
PK	3,253	1	28	—	3,281	1
K	33,513	12	828	10	34,341	12
1-3	135,080	49	4,012	48	139,092	49
4-6	76,489	27	1,972	23	78,461	27
7-9	27,587	10	1,189	14	28,776	10
10-12	1,663	1	398	5	2,061	1
Totals	**277,585**	**100**	**8,427**	**100**	**286,012**	**100**

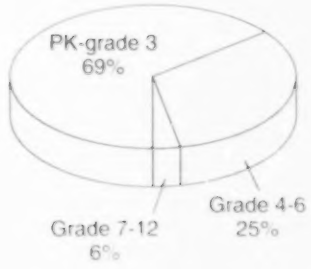
**Does not include 866 students in nongraded programs and 7,959 students in delinquent institutions.*
***Does not include 1,365 delinquent students.*

Combining regular and summer terms, first grade had the most participants with 56,044 students, followed by second grade with 45,347, third grade with 37,701, and kindergarten with 34,341.

Very few school districts provide Title I services at the secondary level, preferring to target their programs to the early grades. In fiscal 1997, Title I students in grades seven through 12 comprised only 10 percent of all participants.

While the overwhelming majority of Title I funds are spent on behalf of public school students, the law requires a school district also to consider the needs of nonpublic school students when planning its program.

Nonpublic Student Participation by Grade Spans



Nonpublic school students who meet selection criteria and live in qualified attendance areas are included in the planning for basic Title I programs and are provided with appropriate services.

In fiscal 1997, a total of 7,092 nonpublic school students received Title I instruction.

Instructional areas

Schools almost always identify language arts as the greatest area of need for Title I services. Nearly 97,000 students received language arts services during the regular 1996-97 school year and more than 7,000 during the summer.

Student Participation by Instructional Area

Instructional Area	Regular Term		Summer Term		Both Terms	
	Number	%*	Number	%**	Number	%***
Reading/ Language Arts	96,957	79	7,114	84	104,071	79
Mathematics	39,327	32	5,573	66	44,900	34

**Percent of 122,720 students (does not include 155,731 schoolwide program students)*
***Percent of 8,427 students*
****Percent of 131,147 students*

Mathematics is the second-ranked area of need. Almost 40,000 students participated in math programs during the regular school year and almost 5,600 during the summer. Nearly 80 percent of Title I students received language arts instruction during both the regular school year and summer.

The participation rate for math rose from 32 percent during the regular term to 66 percent in the summer term.

Student performance

Title I is designed to provide an environment in which all children have an opportunity to meet the state's challenging academic performance and content standards. Local program accountability rests with ongoing performance of Title I students on the five proficiency tests administered to Ohio students in grades four, six, nine, and 12.

Last year, 53,354 students received Title I services in those grades. About 38 percent passed the state's reading proficiency test, 41 percent passed the writing test, 37 percent passed citizenship, 20 percent passed math, and 20 percent passed science.

These passing rates must be understood from the perspective that Title I-served students as a group are the lowest achieving students in each grade level.

Passing Rates on State Proficiency Tests of Title I served Students, grades 4, 6, 9, and 12

Proficiency Test	Number	%*
Reading Passage Rate	20,530	38
Writing Passage Rate	21,911	41
Mathematics Passage Rate	10,604	20
Citizenship Passage Rate	19,921	37
Science Passage Rate	10,484	20

**Of 53,354 participants*

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Expenditure patterns

Title I funds can be categorized by their use and related costs: instructional materials, supplies, equipment, and capital outlay; and supportive services.

Of the $297.22 million budgeted for fiscal 1997, a total of $259.22 million was set aside to employ the teachers and aides who work directly with children.

An additional $17.31 million was designated for instructional materials, supplies, equipment, and capital outlay, while $20.69 million was spent on supportive services.

The chart at right shows the proportional breakdown of those costs.

Budget Amounts by Function Area

Staff positions

Eighty-seven percent of all Title I expenditures in fiscal 1997 were for salaries and related costs. Who received these salaries and what services did they provide to students?

The chart below provides a quick overview of staff makeup in Ohio's Title I program for fiscal 1997.

More than 4,000 full-time equivalent teachers, many of whom worked as tutors, served in Title I programs during the regular term; 96 worked during the summer.

During the 1996-97 school year, 1,153 aides assisted Title I teachers; Title I employed 14 aides during the summer.

Full-Time Staff Equivalents by Position

Staff Positions	Regular Term		Summer Term	
	Full-Time	%	Full-Time	%
Teachers/tutors	4,045	72	96	82
Teacher aides	1,153	21	14	12
Coordinators supervisors, directors	111	2	2	2
Clerical staff	101	2	2	2
Other support staff	200	3	3	2
Totals	**5,610**	**100**	**117**	**100**

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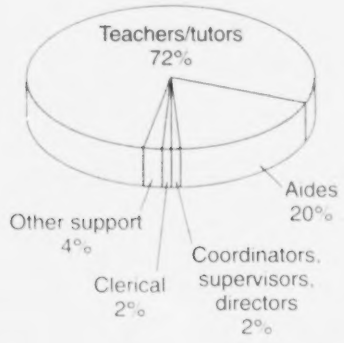
The chart below left shows the overall makeup of Title I staff for both summer and the regular term. More than 90 percent of full-time equivalent positions were filled by teachers, tutors, and aides who worked directly with children.

Professional development

Overall Full-Time Staff Equivalents By Position



The teachers, aides, and others responsible for helping Title I participants become successful learners need to renew or upgrade their skills periodically. For this reason, even though many Title I teachers have master's degrees and numerous years of successful teaching experience, professional development is an important Title I activity.

Title I requires that professional development programs emphasize teaching skills that help Title I participants meet the content and performance standards demanded of all children. It also challenges districts to create school environments conducive to high academic achievement.

In some instances, local school districts provide professional development; in others, districts within county and multicounty areas work together to provide more comprehensive programs.

In fiscal 1997, more than $12.73 million was used to help Title I and other district staff members improve their skills and understanding through professional development activities.

Parent involvement

The role parents play in the education of their children has been the focus of all recent Title I reauthorizations. The major goal of all parent involvement related to Title I is improved student achievement. Experts consider these six forms of involvement as keys to successful school, family, and community partnerships:

- Development of parenting skills.
- Active, effective communication between home and school.
- Parental volunteerism in the schools.
- Parental responsibility for home learning.
- Decision-making opportunities for parents.
- Collaboration between school and community.

Title I requires school districts to convene an annual public meeting to explain activities and programs to parents of participating children. Districts may also provide reasonable support for additional parent activities.

Ohio school districts actively provide opportunities for parent involvement by sponsoring parenting workshops, volunteer opportunities, parent-teacher conferences, and meetings to help parents better monitor their children's academic progress. Many schools also have established parent resource and information centers, where adult caregivers can obtain information.

Title I parents typically become involved in their children's education by visiting classrooms, helping make instructional items for use at home, attending meetings with guest speakers, or by volunteering their time as tutors, aides, or monitors.

The federal government has removed a previous Title I requirement that schools and districts must form parent councils. However, many districts have chosen to continue the councils and tailor them to local needs.

Parent council members may be involved in a variety of activities, but typically work on committees, observe classrooms, organize activities for other parents, and work as school volunteers.

Summary of success

The success of basic Title I programs in Ohio cannot be attributed to a single factor. Emphasis on needs assessment and diagnostic-prescriptive instruction, and concentration on improvement of reading, mathematics, and language arts skills have contributed to the success of the Title I program in Ohio.

Concentrated instructional services, meaningful parent involvement, coordination with classroom instruction, leadership of building principals, and additional financial support from local school boards have also helped ensure Title I's success in Ohio.

Here are highlights of fiscal 1997 and some of the factors that led to Title I's success:

- Of Ohio's 611 school districts, 592 operated Title I programs.
- Local school districts received a total of $297.22 million in Title I funds to provide extra instruction for 296,202 educationally disadvantaged children.
- The majority of the students receiving Title I instruction were in grade six or below. The greatest concentration of pupils was in prekindergarten through grade three.
- Reading/language arts received the highest priority with 79 percent of all regular-term participants and 84 percent of summer-term participants receiving attention in this area.

- Eighty-seven percent of all Title I funds budgeted for the year were for staff salaries and related fringe benefits.
- School districts hired 4,045 certified teachers or tutors on a full-time equivalent basis to teach Title I participants during the regular term.
- During the 1997 summer term, school districts in Ohio hired 96 full-time Title I teachers or tutors.

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Success hinges on local initiatives

The basic services guaranteed by Title I are working. But much more must be done to meet our children's future needs.

While federal funds are essential, much of the initiative for Title I must come from the local level. That is where decisions are made that most affect children on a daily basis. Improved teaching and learning in Title I will require schools to continue to:

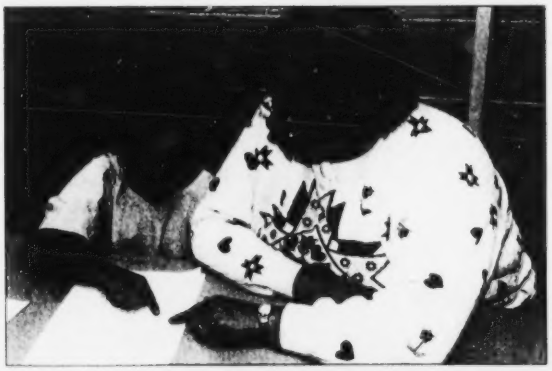
- Connect Title I with educational reforms.
- Focus on high standards for all students, including Title I.
- Align resources to deliver instruction.
- Encourage administrators, teachers and parents to work together.
- Provide intensive, sustained professional development for teachers and other staff.

Special programs address special needs

One size does not fit all educationally disadvantaged children. Many Title I participants have needs that can only be met through additional educational emphasis. The children of migrant agricultural workers and those living in homes for delinquent or neglected children are two groups of children who benefit from special Title I programs.

Programs for migrant children

Programs for migrant children are funded through federal grants administered by the states. Annual grants are based on a count of migrant children age three to 22 who come to Ohio.



Recruiters locate families as they move from state to state and community to community, register the children, send academic and health information sent to the current school district, and tell parents about the educational services provided through Title I.

More than 2,000 migratory children enroll each year in Ohio schools.

Their parents come to Ohio as truck farmers or to harvest three main crops: cucumbers, tomatoes, and sugar beets.

School districts that anticipate influxes of migrant students apply to the Ohio Department of Education for federal funds. Allocations and budgets are based on the number of students expected and the services to be provided. The Department of Education compensates for fluctuations by adjusting the allocation.

The greatest influx of migrant workers occurs during June, July, and August. Many families stay until the first frost in late September or early October.

Between 50 percent and 60 percent of the migrant children receiving Title I instruction are enrolled in grades one through six. One-fifth to one-quarter are in kindergarten, preschool or summer daycare. The rest are in grades seven through 12.

Because many migrant children speak no English at home, Title I's instructional emphasis is to help younger children develop English language skills. Title I also emphasizes reading and math, and most students receive instruction in more than one subject.

At the secondary level, Title I migrant funds primarily provide teachers for tutoring. During the summer, school districts offer both academic and vocational subjects. Several school districts schedule summer evening classes so that older students can both work and attend school.

Ohio received $1.59 million for migrant education in fiscal 1997. Eighty percent of the funds were used for staff salaries and fringe benefits.

Because of the nature of migrant education, supportive services are necessary. During the summer months, Title I provides pupil transportation, health services, and food services.

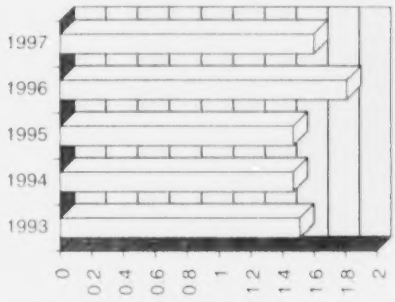
Other supportive services include student recruitment and transfer of health and educational information from one school district to the next.

Just as in other programs, Title I requires parental involvement as part of migrant programs. Involvement may include school and class visits and advisory councils.

Migrant Program Districts and Participants

FY	Districts	Participants
1993	21	2,332
1994	20	2,397
1995	20	2,464
1996	17	2,421
1997	18	2,953

Migrant Program Funding



Annual Grants in $Millions

Migrant Program Parent Involvement

Term	# of Parents	% of Parents
Fall '96	550	60
Spring '97	100	45
Summer '97	650	65

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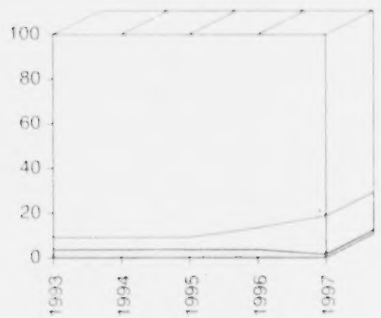
Summary of success in FY 1997

- In fiscal 1997, about 90 percent of the 2,953 participants were interstate travelers, mostly from Texas or Florida. The parents of about 8 percent were former migrants who had permanently settled in Ohio within the last five years. The rest were those who traveled within the state seeking agricultural employment.
- Eleven school districts operated special migrant schools during the summer.
- Eight districts enrolled more than 125 migrant students each: Gibsonburg, Willard, Elmwood, Findlay, Fremont, Lakota, Northwest Ohio Educational Service Center, and Woodmore. Fremont, Eastwood, Gibsonburg, the Northwest Ohio Educational Service Center, Willard, and Woodmore enrolled more than 100 during the regular school year.
- One district — Toledo — provided a year-round program. Three districts — Lakota, Vanguard, and Woodmore — conducted summer evening classes for high school and junior high students.
- Ohio and Texas continued efforts to coordinate instruction and services for high school and junior high students.
- The migrant education center at Fremont provided consultant services, developed instructional and recruitment materials, distributed media resources, and sponsored a mobile health fair.
- Painesville City Schools operated a two-week summer migrant education program pilot program.
- The State of Ohio held a variety of workshops for educators and others involved with Title I migrant children.

Expenditures by Function Area 1993-1997



Full-Time Staff Equivalents by Position

Staff positions	Regular Term	Summer Term
Teachers	6.82	60.03
Teacher aides	2.06	53.22
Directors, coordinators	1.34	13.46
Transfer-record clerks	2.94	8.24
Recruiters	5.45	8.53
Transportation personnel	—	32.36
Food service workers	—	8
Custodians	—	5.29
Support staff	4.82	4.10

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Programs for neglected, delinquent children

Most neglected or delinquent youth housed in state facilities that operate their own schools need supplemental opportunities to learn basic academic skills. Title I provides funds to improve educational opportunities for these children.

In Ohio, the Department of Youth Services and the Department of Rehabilitation and Correction operate Title I programs using funds provided through the Ohio Department of Education, Division of Federal Assistance.

During fiscal 1997, the Ohio Department of Youth Services used Title I funds to help 2,224 delinquent youngsters in eight schools. The department placed special emphasis on additional basic skills instruction in reading and mathematics. Supportive services included language development and written communication skills.

The Ohio Department of Rehabilitation and Correction provided supplemental reading, language arts, and mathematics instruction to 1,758 inmates age 16 to 20 in eight correctional institutions. During the last five years, more than $12.30 million has been available to provide supplemental instruction to 19,764 neglected or delinquent children, nearly all of whom were either wards of the state or the courts.

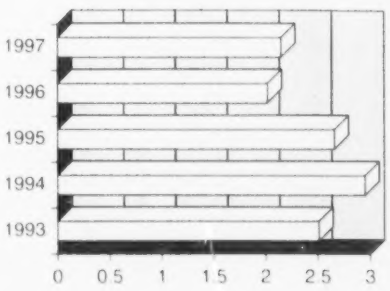
Programs, Participants

FY	Programs	Participants
1993	16	3,280
1994	15	4,640
1995	19	4,821
1996	18	2,804
1997	15	3,982
Totals	**83**	**19,764**

Five-Year Student Participation Rates by State Agency

Agency	1993	1994	1995	1996	1997
Department of Youth Services	2,286	2,542	2,253	2,087	2,224
Department of Rehabilitation and Correction	994	2,098	2,568	717	1,758
Totals	**3,280**	**4,640**	**4,821**	**2,804**	**3,982**

Neglected/Delinquent Funding 1993-1997



Annual Grants in $Millions

Summary of success

Here are additional highlights that illustrate the how Title I helped students housed or confined in state facilities in 1997.

- Of the 3,982 student participants, 2,332, or 59 percent, received special help in reading/language arts.
- Half of all student participants received special help in math.
- More than $1.8 million, or 86 percent of Title I funds for neglected and delinquent education, went for salaries and related costs.
- Almost $130,000 was used to purchase instructional materials, supplies and equipment.
- More than $172,000 funded inservice education for staff.
- Of the 49 full-time equivalent positions funded, 37 were teachers or tutors and eight were aides.

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Ohio Title I School Support Team Facilitators

Title I requires that each state establish a statewide system of school support and improvement to help Title I schools that are planning or implementing schoolwide projects, or that have been identified for school improvement. To guide the system, Ohio provides the services of School Support Team Facilitators based at County Educational Service Centers located in various regions of the state.

Backgrounds in teaching and school administration provide the foundations from which SST Facilitators address their assignments. The emphasis of their services is quality and credible technical assistance.

Facilitator-Implemented Workshops, 1997

Initiative	# of Days	# of Participants
Schoolwide/School Improvement Workshops	6	1,200
School Improvement Academy	6	102
Curriculum Alignment Program	2	33
Schoolwide Assistance Teams	8	130
Individual Building Contacts	500	—
Totals	**522**	**1,465***

**Does not include participants in individual building contacts*

Facilitators must be knowledgeable about how Title I and other programs can work together, understand Ohio's content and performance standards, and be able to help schools build local capacity to insure student achievement.

SST Facilitators are involved with the development of school support teams at the building level. Those teams then analyze student data and instructional needs, identify the services that may be needed, and link the school's needs to existing Ohio instructional models, such as Venture Capital or Reading Recovery®.

In fiscal 1997, facilitators provided sustained and continual support through leadership workshops with special emphasis on school improvement and schoolwide support. They also laid the groundwork to provide training for principals, curriculum alignment designed to help improve proficiency scores, and intense, specially focused services for selected schoolwide programs.

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TITLE II: preparing teachers for a new century

Student achievement is tied to a variety of factors, including the training, preparedness, and continuing professional development of the teaching staff.

The Eisenhower Professional Development Program provides federal funds to state and local schools, universities, and other educational institutions to support sustained and intensive professional development for educators in core academic areas.

The Eisenhower Program was authorized under Title II of the Elementary and Secondary Education Act of 1965. In Ohio, Eisenhower funds may be spent for development programs related to mathematics, science, language arts, and social studies. The bulk of those funds must be spent at the local level, providing resources for inservice workshops and other training.

In Ohio, nearly every local school district chooses to participate in Eisenhower activities. In fiscal 1997, a total of 645 of Ohio's 662 local school districts, joint vocational schools, and special state schools for the blind and deaf participated in programs financed through Title II.

Ohio's total grant for 1997 was $10.37 million. Those funds made it possible for more than 38,000 teachers, administrators, librarians, classroom aides, and consultants to participate in local Eisenhower Program activities. Science-related training was the single largest category, with mathematics second.

Ohio emphasizes workshops and other activities that can have a direct impact on student proficiencies. New teaching methods, classroom practices, planning, and use of technology are all part of training under the Eisenhower Program.

Participation in Title II Grant Activities

	Local Level	State Level
Teachers	36,284	1,341
Teacher candidates	168	6
Aides/assistants	311	5
Other school staff	351	109
Local admin., supervisors	1,494	113
State admin., supervisors	10	10
Policymakers	50	13
Other	7	—
Totals	**38,675**	**1,597**

Summary of success

Title II in Ohio provides needed funds to help educators grow professionally. In 1997, Title II:

- Supported 4,718 development activities around Ohio.
- Funded 2,137 science-related development activities.
- Funded 1,738 mathematics-related activities.
- Funded 34 programs sponsored by institutions of higher learning for K-12 educators.
- Helped teachers better understand proficiency test skills.
- Resulted in greater use of technology in the classroom.
- Increased teamwork.
- Improved teacher performance.
- Improved instruction strategies to reduce discipline problems.
- Allowed staffs to explore alternative teaching methods.

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Safe, drug-free schools is goal of Title IV

The Safe, Drug-Free Schools and Communities Act provides Ohio's 611 public school districts and their participating non-public schools with funds to combat drugs and violence.

Authorized under Title IV of the Elementary and Secondary Education Act of 1965, the program provides the only funds specifically designated for local educational agencies to develop comprehensive drug and violence prevention and intervention efforts.

All districts receive Title IV funds based on their enrollment. In addition, the Ohio Department of Education targets greatest need funds to the 10 percent of Ohio districts with the highest percentage of:

- Title I-eligible students.
- Alcohol, tobacco and other drug policy violations, interventions, and referrals.
- Weapon policy violations.
- Suspensions and expulsions.

Schools use Title IV funds to develop prevention and intervention programming through curriculum development and acquisition; teacher and staff training; student instruction; special student activities that promote a safe, drug-free environment; student assistance programs; before- and after-school programs; special one-time events; parent and community education and involvement; security; and evaluation.

At the state level, the Ohio Department of Education has focused its efforts on developing partnerships that provide consistent quality in the prevention resources available to Ohio's schools.

Summary of success

State and local partnerships enhance the success of Title IV. Partners in 1997 included:

- Ohio Parents for Drug-Free Youth.
- Goal 7 Planning Committee.
- Ohio Association of Chiefs of Police.
- Ohio Commission on Dispute Resolution and Conflict Management.
- Ohio Department of Public Safety.
- Ohio Department of Alcohol and Drug Addiction Services.
- Ohio National Guard.
- Ohio Prevention and Education Resource Center.
- Franklin County Educational Council.
- Wright State University School of Medicine.
- Ohio Masonic Foundation.

Safe, Drug-Free Schools and Communities Act
Fiscal 1997

Agency	Amount
Local Educational Agencies	$13,226,174
Statewide Projects	727,000
State Administration	581,083
Total	**$14,534,257**

Title VI helps districts develop creative schools

The Title VI Innovative Assistance Program is based on the idea that those nearest the mission of elementary and secondary education — superintendents, principals, teachers, and support personnel — know best how to meet the educational needs of students. Title VI encourages comprehensive educational reform and the coordination of state and local educational efforts.

Five-Year Trend: Title VI Grant Awards

FY	Grant Award	Allocation to School Districts	Allocation to Ohio Dept. Ed.
1993	$19,038,335	$15,230,851	$3,807,484
1994	18,248,816	14,599,223	3,649,593
1995	15,266,791	12,213,585	3,053,206
1996	14,183,002	12,005,569	2,177,433
1997	11,232,039	9,547,234	1,684,805
Totals	**$77,968,983**	**$63,596,462**	**$14,372,521**

The program encourages "out-of-the-box" thinking and innovation. For this reason, Ohio educational institutions have wide discretion in how they design, develop, and implement educational programs funded under Title VI.

Title VI-funded programs may be designed to support:

- Local education efforts consistent with statewide reform begun under the federal Goals 2000: Educate America Act.
- State and local efforts to meet national education goals.
- State and local implementation of promising reform programs.
- Innovation and educational improvement, library support, and instructional and media resource materials.
- Efforts to meet the special educational needs of at-risk and high-cost students.

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All school districts in Ohio are eligible for Title VI funds. Ohio allocated at least 85 percent of its fiscal 1997 grant to public school districts and chartered nonpublic schools.

Allocations are based on enrollment of students aged five to 17 but can sometimes be adjusted to provide higher per-student funding to districts with a large share of "high-cost" students. High-cost students are generally identified as those in low-income families, high poverty areas, or sparsely populated areas.

Following the federal government's block grant initiatives, Title VI funds to Ohio have steadily declined, resulting in an overall funding reduction of 41 percent during the past five years.

In fiscal 1997, Ohio received $11.23 million in Title VI funds. About 85 percent of that money was distributed to school districts, joint vocational school districts, boards of mental retardation and developmental disabilities, and state institutions.

Allocation to Administrative Units

Administrative Unit	Allocation	Percent
School districts	$9,347,725	98
Joint Vocational School Districts	95,473	1
Boards of MR/DD	85,925	1
State Institutions	18,111	—
Total	**$9,547,234**	**100**

Student and staff participation

Title VI funds made available to local educational agencies are to be used for innovative assistance programs designed to increase local flexibility, reduce administrative burden, provide services to public and nonpublic school students, encourage innovation, and contribute to the improvement of elementary and secondary education.

These programs include school-based reform programs and professional development, instructional/educational materials and library services or materials, education reform projects, programs for higher order thinking skills and dropout prevention.

They also include programs to combat student and adult illiteracy, programs for gifted and talented children, school reform activities consistent with federal initiatives, and school improvement programs.

Student Participation in Innovative Assistance Program Areas By Public and Nonpublic Schools		
Innovative Assistance Program Areas	**Number of Students**	
	Public	**Nonpublic**
1. School-based reform programs and professional development	213,860	24,232
2. (a) Instructional/educational materials and library services/materials	323,712	64,391
(b) Computer software and hardware	272,717	86,467
(c) Other curricular materials and assessments	97,123	13,728
3. Education reform projects	127,182	13,454
4. Programs for higher order thinking skills and dropout prevention	78,313	1,631
5. Programs to combat student and adult illiteracy	29,317	1,166
6. Programs for gifted and talented children	32,017	1,562
7. School reform activities consistent with federal Goals 2000 initiatives	118,987	7,655
8. School improvement programs	7,737	—

Staff Participation in Innovative Assistance Program Areas By Public and Nonpublic Schools		
Innovative Assistance Program Areas	**Number of Staff**	
	Public	**Nonpublic**
1. School-based reform programs and professional development	16,187	9,696
2. (a) Instructional/educational materials and library services/materials	5,287	1,968
(b) Computer software and hardware	6,772	1,493
(c) Other curricular materials and assessments	4,250	1,165
3. Education reform projects	5,274	148
4. Programs for higher order thinking skills and dropout prevention	1,245	211
5. Programs to combat student and adult illiteracy	606	49
6. Programs for gifted and talented children	1,221	73
7. School reform activities consistent with federal Goals 2000 initiatives	8,720	709
8. School improvement programs	7,737	—

Expenditure patterns

The following chart shows the percentage of Title VI funds for each program area by both public and nonpublic schools in fiscal year 1997.

Percent of Expenditures for Innovative Assistance Program Areas By Public and Nonpublic Schools

Innovative Assistance Program Areas	Number of Students	
	Public	Nonpublic
1. School-based reform programs and professional development	19	10
2. (a) Instructional/educational materials and library services/materials	18	30
(b) Computer software and hardware	24	40
(c) Other curricular materials and assessments	5	5
3. Education reform projects	5	5
4. Programs for higher order thinking skills and dropout prevention	7	1
5. Programs to combat student and adult illiteracy	5	2
6. Programs for gifted and talented children	4	2
7. School reform activities consistent with federal Goals 2000 initiatives	9	5
8. School improvement programs	2	—
9. Schoolwide program, Title I	1	—
10. Administration	1	—
Totals	**100**	**100**

Summary of success

Title VI encourages school districts to design, develop and implement their own educational programs based on local needs.

Within specific program areas, schools and other educational institutions have great latitude in how to spend money to achieve educational reform and coordinate state and local educational programs.

In fiscal 1997, a total of 752 educational agencies received Title VI funds. At least 1.5 million public and nonpublic students benefited from Title VI programs, and at least 65,441 public and nonpublic school staff members participated in Title VI-funded programs.

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Lau Resource Center, Title VII, provide new start

During 1996-97, nearly 300 of the state's 611 school districts served students whose primary language was not English and whose inability to communicate in English prevented them from participating effectively in the classroom.

These 12,000 students — known as limited English proficient students — represented more than 100 countries and more than 75 languages.

Like all of Ohio's learners, LEP students are expected to achieve high academic standards. However, LEP students often face the twin challenges of mastering academic content in a new language while adjusting to a new culture.

The Ohio Department of Education's Lau Resource Center in Columbus, funded under Title VII of the Elementary and Secondary Education Act, has developed a successful program to help school districts achieve two primary goals: to provide appropriate and meaningful educational experiences to LEP students and to draw on the unique strengths offered by those with different experiences and cultural heritage.

The Lau Resource Center provides a variety of services to local school districts. It develops and maintains a data base of LEP students and related services; sponsors and co-sponsors local, regional, and statewide inservices; publishes a quarterly newsletter; and develops, publishes and distributes resource manuals and guides focused on English as a second language, bilingual, and multicultural education. It also provides loan materials from its 2,500-volume library, develops teacher-training modules, and provides technical assistance to local school districts.

Ohio received two grants from the U.S. Department of Education to assist in education for LEP and immigrant students during the 1996-97 school year. One, a grant of $100,000, helped the state provide school districts with needed training, technical assistance, and resources. It also helped Ohio collect and publish data on the state's LEP students and the educational programs and services available to them.

The second grant, totaling $113,366, helped five Ohio school districts experiencing large enrollment increases due to immigration provide high-quality instruction to nearly 2,000 students. That grant also funded efforts to help immigrant children make the often difficult transition into American society.

Summary of success

In 1997, the Lau Resource Center:

- Provided more than 1,500 educators with special training.
- Provided more than 350 school district staff with technical assistance.
- Provided more than 1,800 people with *Lau Resource Center Update*, a quarterly publication that offers instructional strategies and other help.
- Provided more than 150 educators with ESL, bilingual and multicultural materials.
- Distributed a new brochure, *Title I and Limited English Proficient Students*, to more than 1,200 educators.

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Stewart B. McKinney Act helps educate homeless

An estimated 22,530 children and youth living in Ohio are considered homeless. Despite the difficulty of gathering information on these children, the Ohio Department of Education, Division of Federal Assistance is working to give homeless children and youth opportunities for an appropriate education.

Education programs for homeless children and youth in Ohio are funded through the Stewart B. McKinney Homeless Assistance Act. Allocations from the annual state grant award are made to school districts and educational service centers based on need as demonstrated through a yearly application process.

During fiscal 1997, Ohio recorded an estimated 11,378 homeless children at the kindergarten through fifth-grade level; 5,593 at the grade 6-8 level; and 5,559 at the 9-12 level. Of those, most were enrolled in a public school program, although fewer were attending regularly. During fiscal 1997, homeless education programs operated in nine major city school districts as well as two rural school districts in southeastern Ohio.

From fiscal 1992 through fiscal 1995, the state's homeless education grant award increased annually. However, in fiscal 1996 the award decreased by 22 percent. It remained at about that same level for 1997.

Five-Year Trend: McKinney Homeless Assistance Act

Fiscal Year	Grant Award	Districts
1993	$ 974,442	9
1994	1,100,257	10
1995	1,260,234	11
1996	985,000	11
1997	998,285	11
Totals	**$5,318,198**	**52**

Education for Homeless Children and Youth Program services are offered in domestic violence shelters, runaway shelters, emergency shelters, and several short-and long-term transitional shelters. All local programs are coordinated by a liaison who links the educational process between shelters and the schools.

Emphasis in the homeless program is educational with the primary goal to provide as much funding as possible for direct instruction and support of children. The McKinney Act gives

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highest priority to registering children for school. Homeless children and youth receive transportation assistance and help in reducing enrollment delays due to lack of birth certificates, school records, immunizations or other factors.

Homeless education programs place a strong emphasis on tutoring. More than 10,200 homeless children from 11 school districts received tutoring services in fiscal 1997. Additional services included summer school programs, enrichment programs, financial assistance to parents related to school costs and provision of necessary school supplies.

Another crucial program element is professional development and other activities to heighten staff sensitivity to the needs of homeless children and youth. All 11 school district program sites provided such activities.

Estimated Number of Homeless Children in Ohio			
School level	**Homeless**	**Enrolled in School**	**Regularly Attending**
K-3	11,378	10,816	8,490
6-8	5,593	5,262	3,900
9-12	5,559	5,009	3,864
Totals	**22,530**	**18,087**	**16,254**

Summary of success

McKinney Act programs have heightened the awareness of homelessness in Ohio and provided for coordinated efforts between schools and shelters. In 1997:

- Nine major city school districts and two rural districts operated homeless programs with McKinney Act funds.
- A total of 72 shelters offered tutoring and other types of assistance to homeless children.
- More than 10,200 children received tutoring services.
- One large school district continued to operate a toll-free hotline as part of its homeless program.
- Schools continued to help many families and children resolve school attendance problems caused by homelessness.
- The Ohio Department of Education, Division of Federal Assistance, hosted a national homeless conference that drew 450 people from 42 states and the District of Columbia.

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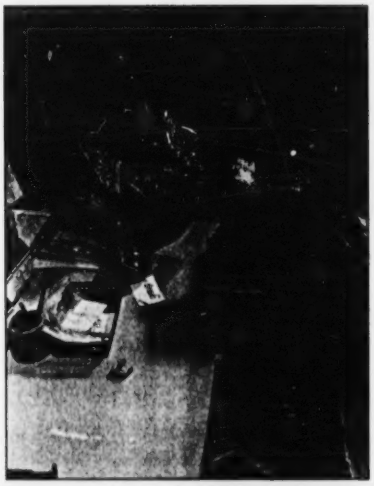
Federal funds: making a difference

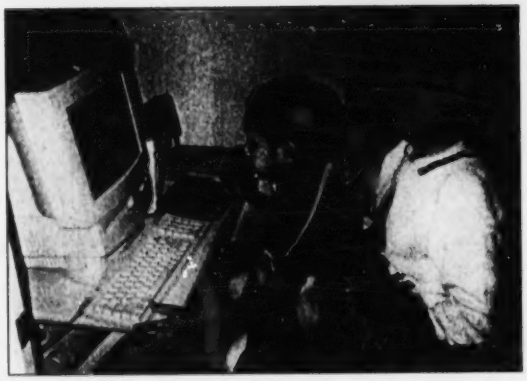
Federal funds make a difference in the lives of children all across Ohio. Salaries for teachers and aides, supplies for homeless children, drug prevention programs, English language assistance, and innovative education methods are all helping Ohio's children meet the state's challenging academic standards.

Of the six major programs summarized in this annual report, half are administered by the Ohio Department of Education, Division of Federal Assistance. The division works to ensure that allocations for Title I, Title VI, and homeless children translate into concentrated and effective services across the state.



Division staff members help agencies plan and develop project proposals. They review, revise, and approve those proposals to make sure they meet federal guidelines. Staff members also help with project implementation, school improvement, school staff development, parent involvement, evaluation, fiscal accounts, reports and communication. They act as a resource, scheduling office conferences, field services, and state, national, and regional workshops.

In short, the division works as one partner — with parents, teachers, administrators, federal officials, and others in the Ohio Department of Education — to help ensure a future of opportunity for Ohio's children.



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